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ABSTRACT

In the 1984-85 school year, the 3-year Honors English course was initiated at Stonewall Jackson and Charleston High Schools in Kanawha County, West Virginia. Focusing on its humanities approach to language arts instruction, this curriculum guide outlines a sequential, thematic program designed to provide students with an historical background of language and literature. A discussion of Kanawha County's educational history and diverse population provides an historical perspective. Literature bases and corresponding language/composition activities are listed, starting with the beginning of recorded history through the Middle Ages (10th grade), the Renaissance to 1860 (11th grade), and the American Civil War era to the present (12th grade). The curriculum rationale lists the following objectives: (1) recapture teacher and student enthusiasm for excellence and pride in achievement; (2) cultivate higher level thinking; (3) apply critical thinking skills to literary selections; (4) develop writing and speaking skills; (5) promote understanding of the purposes of writing and speaking and of author/audience relationships; (6) enhance the study of literature through social, historical, and aesthetic perspectives; (7) relate communication skills to other curriculum areas; and (8) employ teaching methods that help students assume more responsibility in the learning process. The program described utilizes community resources through guest lecturers and field trips and seeks the cooperation of specialists on the regular school and county administrative staffs. (JD)

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# CHARLESTON/STONEWALL JACKSON HIGH SCHOOLS'

# HONORS ENGLISH PROGRAM

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KANAWHA COUNTY SCHOOLS

Dedication

To Lonnie Miller-

Without whose encouragement, support, and assistance this project would not have been possible.

CHARLESTON/STONEWALL JACKSON HIGH SCHOOLS'
HONORS ENGLISH PROGRAM:

An Historical Perspective

Prior to the early 1970's, Kanawha County had been a progressive school system open to innovation and abreast of new research in the field of education. Open schools and classrooms, modular scheduling, varied approaches to teaching, and pilot projects of many kinds had been integrated into selected schools within the county system. However, in the early 1970's, the wife of a local fundamentalist minister was elected to the school board, an event which marked the beginning of a rapid decline in the progressive trend heretofore established. Mrs. Alice Moore began her campaign with an attack on a developmental family living program which was planned for grades K-12. Her success in banning this program from the school system and her election to the school board added fuel to the fundamentalist fire which was to erupt in the infamous 1974 Textbook Controversy over language arts textbooks.

Since the textbook controversy has been widely publicized, a complete description of that struggle need not be given. However, the guidelines for textbook selection written by Alice Moore included statements such as: "Textbooks must not intrude into the privacy of students' homes by asking personal questions about inner feelings or behavior of themselves or their parents..." and "Textbooks used in the study of the English language shall present the traditional rules of grammar as a worthwhile subject for academic pursuit and as essential for effective communication among English speaking people." These illustrate the literal level of thinking of the textbook protest leaders and the obstacles to effective instruction in English and the other disciplines of the humanities. Obviously, no critical examination

of human values was possible as higher level thinking skills, expressive writing, and social and historical perspectives on literature were considered highly suspect classroom activities.

From 1974 until 1980, the Kanawha County school system was permeated with fear and intimidation from right-wing forces. Very few, if any, progressive or innovative moves were made by the school system during those years. In fact, in many cases our system regressed as it was influenced by the "Back to Basics" movement and the reactionary forces of the extreme right. To a degree, our schools and our students still suffer from the constraints and conflicts of that traumatic time. Although there have been other negative influences on education, teachers in Kanawha County have been handicapped by the enormity of the textbook controversy, and, as a result, have been hesitant to promote critical, evaluative thinking skills and an understanding of cultural differences, particularly in literature and philosophy.

Kanawha County's diverse population ranges from the coal miner, who has a high school education or less and probably has not traveled outside the state's borders, to the Union Carbide executive, who grew up in the urban Northeast and was educated at Harvard or MIT. Infused in this society are a black sub culture and a growing number of Orientals who have come here for refuge or study. Also, Kanawha County is located in the heart of Appalachia, which has traditionally been isolated geographically and culturally. In view of this diversity, students must be encouraged to develop a broader understanding and appreciation of multi-cultural literature, to evaluate objectively and logically, and to think critically about themselves and their place in society.

In view of Kanawha County's educational history, its cultural diversity, and recent attention nationally and locally to the improvement of public education, a team of administrators and teachers from two Charleston high schools designed a proposal for excellence in teaching English which was one of ten nationwide to be awarded a grant from the National Humanities Faculty in January of 1984. With their funds and assistance, including a two week institute at Vassar College for intensive study of literature and writing and visits from seven of their distinguished scholars, the project team members have extended their knowledge and developed an improved curriculum to challenge bright students.

The team did not enter into this new program lightly. They began by looking critically at the two high schools to determine areas of strength and weakness. A written assessment of the status of teaching and learning in English was conducted. Also, current literature on education including A Nation at Risk, The Carnegie Report, and the Report of the Commission on the Humanities was reviewed. Their recommendations and the results of the schools' assessments determined the goals and structure of the Honors English curriculum.

Although standardized test scores have risen in the past few years, the greatest gains have been made by below-average students. Bright students have made little or no progress, and, in many cases, their scores have declined. One of the major reasons, the team felt, has been lack of academic challenge, stimulation, and reward for achievement. Therefore, a curriculum was designed that would accelerate learning, motivate inquiry and involvement, and recognize and reward effort and achievement. The literature selected represents the best that has been written throughout the ages; the ways in which students are asked to respond require them to ask

why and how, not just to parrot facts; special recognition and privileges within the schools and weighted grades are among the rewards for effort and achievement.

In 1984-85 the three year Honors English course was successfully initiated at Stonewall Jackson and Charleston High Schools. In April 1985, students and teachers presented a public program on the new curriculum. Student enthusiasm and pride in achievement were obvious in visual displays of their work and dramatizations of our cultural and literary heritage. Teachers' professional growth, enthusiasm, and pride have been noteworthy throughout the school year.

Goals for the three-year Honors English course are being met. Teachers directly involved have been stimulated by the learning experience. In turn, student have pushed themselves to achieve quality learning; parental enthusiasm and awareness have reinforced teachers' increased expectations.

Other educators and the community have been involved. Teachers have cooperated on teaching research skills; for example, the social studies faculty checked content while the English teachers instructed and graded on form. Guest speakers from the schools and community have provided interdisciplinary knowledge.

During the 1985-86 school year the syllabus is being expanded to include ninth grade in the four feeder junior highs. In September 1986, a complete program of study will be available to other Kanawha County Schools as they initiate advanced English courses to comply with new county curriculum policies. A special package of materials has been written for national distribution.

Development of a successful program has required hard work and long hours. Team members have had high expectations for themselves as well as their students. However, their high expectations and commitment to excellence in teaching and learning have afforded them personal satisfaction and professional achievement. The program's selection as a finalist in NCTE's Centers of Excellence competition in July 1985, has been one of their most satisfying rewards.

## Philosophy

The underlying assumption of the Honors English program is that rigorous study of English and all disciplines of the humanities is essential to our students. We must provide them with the best our civilization has to offer and stimulate a greater understanding of a common culture and literary heritage.

Students are ill-served if their education excludes the arts and humanities. In today's world of electronic media and computers, all areas of study that deal with what is specifically human in our activities--most obviously literature, the arts, philosophy, theology, and history--are especially important. In these fields of study--the humanities--our children will find examples of courage and resilience in the face of moral challenge of technological change.

The Honors English program employs an humanities approach to the teaching of language arts as it introduces students to classics from Western cultural tradition, foreign cultures, and American racial and ethnic groups, and probes connections between literature and other fields of knowledge. It was designed to avoid the traditional fragmented curriculum based on world literature in 10th, American literature in 11th, and British literature in 12th grades. Instead, a study of the entire world provides a background for language and literature of the time periods: beginning of recorded history through the Middle ages (10th), the Renaissance to 1860 (11th), and the American Civil War era to the present (12th). This sequential, thematic literature program enables students to recognize patterns in great works of literature and discover relationships of literature to history, philosophy, and the arts.

Writing assignments engage students with subjects worth writing about, not merely with the mechanics of spelling and grammar; the close relationship between writing and critical thinking is emphasized. Techniques of inquiry develop higher level thinking skills and help students become active pursuers of knowledge.

Most importantly, this program provides a broad perspective of the world, helps students develop skills which equip them to participate in the democratic process, and enables them to identify their roles in society and live peacefully with the diversity it contains.

## Rationale

For the past several years, the public has been hearing a great deal about the crisis in American education marked by declining test scores, functional illiteracy, students' inability to think critically, fragmented perspectives on academic disciplines, and student apathy. In an effort to alleviate these conditions locally, a group of English teachers and administrators from Charleston and Stonewall Jackson High Schools assessed the status of English teaching in their schools and formulated six problem statements which formed the basis for a new curriculum design for Honors English.

1. Today's social and academic environments often do not stimulate creative, logical, and critical thinking, nor do they motivate students to read challenging material.

2. The "Back to Basics" Movement, which placed an exaggerated emphasis on drill and exercise, has caused neglect of higher cognitive skills of critical thinking.

3. The teaching of writing has emphasized product rather than process, and in so doing has left many students ill-equipped to communicate thoughtfully and effectively.

4. Isolated study of the individual disciplines of the humanities has fragmented students' social, historical, and aesthetic perspectives, limiting their ability to see relationships among these various disciplines.

5. In many classrooms, students are passive rather than active learners.

6. Failure to challenge students, particularly the bright ones, is a problem. Frequently, standardized test scores and other records of student achievement do not indicate that students have reached their full academic potential. Both teachers and students must recapture enthusiasm for excellence and pride in achievement.

From assessment results, problem statements, and analysis of the current curriculum, the following eight goals were established for the new Honors English curriculum in the two schools.

1. To recapture teacher and student enthusiasm for excellence and pride in achievement.

2. To cultivate higher level thinking.

3. To apply critical thinking skills to literary selections.

4. To develop skills in the processes and applications of writing and speaking.

5. To promote understanding of the purposes of writing and speaking and author/audience relationships.

6. To enhance the study of literature through social, historical, and aesthetic perspectives.

7. To relate communication skills to other curricular areas.

8. To provide teachers with expertise in alternate methods of instruction so that students will learn to assume more responsibility in the learning process.

## Introduction

The literary and audio-visual selections are suggested options based on materials available and were chosen to provide a representative sampling from western culture. Activities may be in the form of long or short compositions in either oral or written modes. In addition, it is assumed that background instruction will precede activities requiring special skills. Students should have access to dictionaries, thesauri, handbooks on writing/mechanics, and libraries. The program utilizes community resources through guest lecturers and field trips and also seeks the cooperation of subject matter specialists on the regular school and county administrative staffs.

HONORS ENGLISH 10

| Literature Base | Language/Composition Activities |
|---|---|
| **THE BEGINNING** | |
| **Summer Reading** | |
| Mythology-Timeless Tales, Edith Hamilton | Create your own myth to explain some natural phenomenon: rainbows, earth quakes.<br><br>Create a mythological album showing evidence of mythology in today's world.<br><br>Choose one aspect of your religion or philosophy and compare it with a similar aspect of Greek mythology: the creation, life after death. |
| **Comparative Mythology**<br>Indian<br>Chinese<br>Egyptian<br>African<br>American Indian | Prepare, as a group, a written research paper on an assigned culture. Present as a symposium. |
| **Application of Mythology-Archetypes**<br>Northrop Frye<br>Joseph Campbell<br>Carl Jung<br>Albert Camus<br>Isaac Asimov | Discuss archetypes and archetypal criticism. Look through a television guide; categorize the programs with which you are familiar according to their corresponding mythical counterparts; apply archetypal criticisms to any one of these programs.<br><br>Study Greek root words using Asimov's Words from Myths. |
| **THE AGE OF THE ANCIENTS** | |
| **The World of Greece** | |
| Literature<br>Poetry - Epic<br>"The Odyssey-Central Themes" (filmstrip-Humanities Series) | Analyze the central themes of the Odyssey. |
| Iliad<br>Odyssey | Review excerpts from these epics; make a checklist of heroic qualities. |
| Poetry - Lyric<br>Sappho | Read and compare two translations of "Jealousy." |

HONORS ENGLISH 10

| Literature Base | Language/Composition Activities |
|---|---|
| **Drama** | |
| "History of Drama" - Movie<br>Oedipus the King<br>Antigone<br>Medea | List characteristics of tragedy.<br>Create individual projects: costume design, scene design, masks.<br>Present scenes from selected plays. |
| **History** | |
| Herodotus<br>Movie: "Alexander the Great" | Explain how Herodotus' accounts of history differ from contemporary historical accounts.<br><br>Compare characterization of Alexander in the film to the historical Alexander. |
| **Rhetoric** | |
| Demosthenes | Discuss the "rhetorical question" and show examples of this device in Demosothenes' rhetoric. |
| **Philosophy and Science** | |
| Movie: "Philosophy" | View the movie; define the term philosophy. |
| Thales<br>Democritus<br>Heraclitus<br>Socrates<br>Plato<br>Aristotle<br>Pythagoras<br>Ptolemy | Trace the progression of philosophy.<br>Discuss the impact of the philosophers on early Greek civilization and western culture.<br><br>Read Plato's "The Parable of the Cave."<br>Explain what kind of person Socrates believed should rule. |
| Movie: "Plato's Apology" | |
| **The Arts** | Complete individual research projects, both for written and oral presentation: music, dance, sculpture, architecture. |
| **The World of Rome** | |
| **Literature** | |
| **Poetry - Epic** | |
| The Aeneid | Review the journey motif and relate to the Aeneid. Compare Virgil's account to Homer's Iliad. |

HONORS ENGLISH 10

| Literature Base | Language/Composition Activities |
|---|---|
| **Poetry - Lyric** | |
| Catullur<br>Martial<br>Horace | Discuss some of the extremes Horace tells us to avoid by finding the Golden Mean after reading the poem "The Golden Mean." |
| **Mythology** | |
| Ovid | Compare Ovid's story of creation in The Metamorphoses to the account in the book of Genesis. |
| **Satire** | |
| Martial<br>Juvenal | Explain the development of satire. |
| **Drama** | |
| Platus' - The Haunted House | Discuss the change in drama from Greece to Rome; explain the causes and results. |
| **Philosphy** | |
| Lucretius<br>Marcus Aurelius<br>Epicurus<br>Zeno | Discuss Epicureanism and Stoicism; explain why these schools of philosophy were well-suited to materialistic Rome. |
| **History (Portraits)** | |
| Livy<br>Caesar (Julius)<br>Pliny the Younger<br>Cicero<br>Seutonius<br>Tacitus | Discuss Seutonius' "The Cruelty of Caligula." Explain how the Romans allowed the cruelty to go on; compare this to other times in history. |
| **The Arts** | Complete individual research projects both for written and oral presentation: music, dance, sculpture, architecture. |

| Literature Base | Language/Composition Activities |
|---|---|
| **ROOTS OF FAITH** | |
| Judeo-Christian tradition | |
| Isaiah<br>Ezekiel<br>Parables<br>John<br>Letters of Paul | Discuss the importance of prophetic literature in the Judeo-Christian tradition. |
| Contributions of the Eastern World | |
| Sumerian and Hebrew | |
| Gilgamesh<br>Genesis<br>Job<br>Wisdom literature (Bible) | Account for the true greatness of the book of Job. How is the theme of the book universal?<br><br>Read Archibald MacLeish's play J. B.; discuss Job as the archetype. |
| Islamic | |
| The Koran | Summarize the messages in "The Overthrowing" and "The Unity"; compare them to Judeo-Christian teachings. |
| Indian | |
| Rig Veda | Read "To Pushan, God of Pastures"; compare the dangers and blessings the shepherd faces with those faced by a biblical herdsman (Psalm 23). |
| The Upanishads<br>"Kena"<br>"Chandogya" | Explain why Ralph Waldo Emerson's poem "Brahma" might be called an American Upanishad. |
| Mahabharata | Compare the Hindu view of the nature of action and duty as evidenced in the "Bhagavad-Gita" to the Greek/Roman view. |
| Hinduism | Discuss the concepts of caste and transmigration as reflected in Indian literature. |

| Literature Base | Language/Composition Activities |
|---|---|
| **Chinese** | |
| **Literature**<br>**Poetry** | |
| **Tu Fu**<br>**Po Chu**<br>**Ou-YangHsiu** | **Compare the theme of "Jade Flower Palace" to Shelley's "Ozymandias"; note difference in tone and feeling as affected by images used in the poems.** |
| **Anecdote** | |
| **"Bad Government"**<br>**"The Tyrant and the Tiger"** | **Explain what observation Confucius is offering in this anecdote; parallel it to a contemporary situation.** |
| **Philosophy** | |
| **Confucius**<br>**Lao-Tzu** | **Discuss the underlying ideas in these philosophies and explain why they created a climate receptive to the spread of Buddhism.** |
| **The Arts** | **Complete individual research projects for written and oral presentation on one of the Eastern cultures.** |
| **THE AGE OF FAITH** | |
| **Transitional Literature** | |
| **Beowulf** | **Discuss the poetry of Beowulf: caesura, alliteration, formula-phrases, kennings. Study the derivation of the names of the days of the week.** |
| **Prose Edda** | |
| **Movie: "Medieval Mind"** | **Discuss The Christian Church as a unifying, controlling force in medieval Europe.** |
| **Medieval Literature** | |
| **Poetry - Epic** | |
| **Divine Comedy, Dante** | **Compare and contrast Dante's journey with one of the following: Gilgamesh, Odysseus, Aeneas, Orpheus.** |
| **The Song of Roland**<br>**El Cid** | **Compare the legendary heroes of France, Spain, and England (King Arthur).** |

HONORS ENGLISH 10

| Literature Base | Language/Composition Activities |
|---|---|
| **Ballad** | |
| "Sir Patrick Spens"<br>"The Two Sisters" | Write a ballad about some sensational or tragic incident of modern times using these early ones as models. |
| **Drama** | |
| Everyman | Write a modern morality play. |
| **History** | |
| Pope Urban's Speech at Cleremont | Discuss the impact of the Crusades on western culture. |
| Bede | Discuss the impact of Bede's history on the emerging English nation. |
| **Tales and stories** | |
| The Canterbury Tales | Select a character from the Prologue; Write a story that would be suitable for that character to relate. |
| **Religion/Philosophy** | |
| Francis of Assisi | Compare "Canticle of the Sun" with the Hebrew Psalms 8, 23, 104, 137, and 139. |
| Augustine<br>Thomas Acquinas<br>Movie - "Brother Sun, Sister Moon" | After viewing the movie, write a descriptive composition on life in medieval times. |
| **The Arts** | Complete group research projects: Gregorian chants, cathedrals, stained glass tapestries, illuminated manuscript. |

HONORS ENGLISH 11

| Literature Base | Language/Composition Activities |
|---|---|
| **Summer Reading: Melville's Billy Budd** | Compile a list of allusions, then research and report on them.<br><br>Review the elements of fiction as used in an American novel.<br><br>Examine Billy Budd as a tragedy and Billy Budd the sailor as a tragic hero through a study of characterization.<br><br>Compose a five-paragraph theme on Melville's use of allusions, following the stages of pre-writing, composing, and editing. |
| Miller's The Crucible | Describe John Proctor's dilemma. (Later reference will be made to this play during the unit on the Puritan experience.) |
| **RENAISSANCE/REFORMATION** | |
| Politics and Society | |
| More's Utopia (excerpts), Montaigne's "On Cannibalism" and Hobbe's "Leviathian" | Examine the historical background (political, social, philosophical, cultural, and economic conditions) which influence authors' works.) |
| Machiavelli's The Prince (excerpts) | Write a letter from Machiavelli's point of view giving advice to a new ruler. |
| Artistic Achievements | |
| Prints of sample Renaissance art and architecture | View prints and slides to identify representative works of art. |
| Slides: "The Artist's Eye: Pictoral Composition" and "Introduction to Understanding Art" (extension programs from the National Gallery of Art) | React to sample pieces of art through the modes of narration, description, exposition, and persuasion. |

| Literature Base | Language/Composition Activities |
|---|---|
| **Literary Achievements** | |
| Moliere's The Misanthrope | Discuss how literary works reflect society. |
| Cervantes' Don Quixote (excerpts) | Investigate the development of the novel from oral tradition. |
| Racine's Phaedra | Identify Greek influence on the drama. |
| **Reformation** | |
| Luther's Address to the Christian Nobility of the German Nation | Trace the flow of Roman Catholic Church history leading to the formation of the Anglican Church and other Protestant sects. |
| **The Renaissance in England: The Elizabethan Age** | |
| Shakespeare's Hamlet | Memorize selected lines from Shakespeare. |
| Film: "Hamlet, the Poisoned Kingdom" (Center for the Humanities) | Discuss Hamlet as a tragic hero. |
| Other Shakespearean plays | Present scenes from other selected Shakespearean plays. |
| Sonnets (Petrarchian and Shakespearean) | Write an original sonnet. |
| **THE SEVENTEENTH CENTURY: AGE OF TRANSITION** | Complete a research paper on some aspect of the 17th Century. |
| **Scientific Achievements** | |
| Renaissance: Copernicus, Vesalius, Bacon, Galileo, Kepler, Harvey, Boyle, Leeuwenhoek, and Descartes | Investigate critical thinkers and input into the development of scientific thought. |
| The Enlightenment: Newton, Locke Diderot | Prepare paraphrases or precis of articles of the period. |
| **Literary Achievements** | |
| Donne's "Meditation XVII" | Compare his idea of interrelatedness to some aspect of the 20th century as Simon and Garfunkel's song, "I Am A Rock, I Am An Island." |
| The Cavalier Poets | Explore 17th Century poetry. |

HONORS ENGLISH 11

| Literature Base | Language/Composition Activities |
|---|---|
| Milton's Paradise Lost (excerpts) | Locate qualities of an epic found in this version of the fall of man. |
| The American Tradition | Compile an annotated bibliography of resources related to some aspect of early America. |
| Latin American Literature: | |
| Columbus' "The Green and Beautiful Land," de las Casas' "The Horrors of Conquest," and del Castillo's "The Entry of Cortes into Mexico" | Share the experience of discovery through descriptive writing. |
| The American Indian: | |
| "Song Addressed to a New Chief," The Iroquois Constitution, and American Indian poetry. | Discuss the oral tradition of American literature. |
| Early North American writers: | Examine propaganda techniques used |
| John Smith's "The New Land," Wm. Bradford's The History of Plymouth Plantation (excerpts), Wm. Byrd's "Bears," and Knight's "Traveling in the New Land" | by early American writers and explain the popularity of the diary/journal in early American literature. |
| Crevecoeur's Letters from an American Farmer | Compose a literary letter to someone in another country. |
| Videotape: "America Begins" | Reconstruct the Puritan viewpoint through art and artifacts of the period. |
| The Puritan Experience: | |
| Edward's "Sinners in the Hands of An Angry God" | Examine the use of figurative language in Puritan literature. |
| Tape: The Crucible, videotape "Three Sovereigns for Sarah," and filmstrip "Behind the Crucible" | List values of Puritan society. |
| Poetry of Taylor and Bradstreet | Locate the use of extended metaphor. |
| Hawthorne's The Scarlet Letter (book and videotape) | Compare/contrast views of Puritanism as reflected in The Crucible and The Scarlet Letter. |

| Literature Base | Language/Composition Activities |
|---|---|
| **THE EIGHTEENTH CENTURY: AGE OF REASON AND REVOLUTION** | |
| Literary Achievements | |
| Rousseau's Social Contract and Kant's essays | Discuss the influence of Rousseau and Kant on modern philosophy. |
| Wollenstonecraft's "Vindication on the Rights of Women" and Woolf's essay "Mary Wollenstonecraft" | Establish the authors' main points concerning roles of women in European society and compare with their roles today. |
| Swift's Gulliver's Travels (one book) and Voltaire's Candide (excerpts) | Explain the devices of satire used by Swift and Voltaire. |
| Poetry of Blake and Burns | Discuss various poems of the period. |
| Henry's "Speech in the Virginia Convention" | Enumerate main points of each side of arguments involved in the American Revolution. |
| Franklin's "Rules by Which a Great Empire May Be Reduced to A Small One" | Create a facsimile newspaper of the period. |
| Paine's "The Crisis" (excerpts) | Write a brief satire attacking a rule or action that seems unjust. |
| Jefferson's "Declaration of Independence" | Compose a position paper on whether the United States has achieved Jefferson's goals. |
| Phyllis Wheatley's "On Being Brought from Africa to America," Douglass' The Narrative of Frederick Douglass, Ousmane's "Black Girl" | Discuss African and Afro-American views of slavery. |
| Latin American Revolutionary writers: | Relate contemporary Latin American situations with those of the 18th century. |
| Vello, Olmedi, Heredia | |
| Dickens' Tale of Two Cities | Prepare a literary critique of the novel, emphasizing external conditions which motivated the author. |

| Literature Base | Language/Composition Activities |
|---|---|
| **Artistic Achievements** | |
| Slides of early American art and architecture | Discover the influence of neo-Classicism on the works of early American artists such as Thomas Cole and on architects such as Jefferson. |
| Tapes or records of selections of Bach, Beethoven, Mozart, Schubert, and Handel | Trace the development of the symphony, opera, sonata, concerto, and suite. |
| **THE ROMANTIC AGE** | |
| **English Romantic poets:** | |
| Wordsworth, Byron, Shelly, Keats, Coleridge, Gray, the Brownings, and Tennyson | Practice various modes of creative writing (poetry, short story, narration, and dialogue). |
| **English women writers:** | Discover the emerging role of women writers and describe the life of a woman in 18th century England. |
| Austen's Pride and Prejudice, C. Bronte's Jane Eyre, E. Bronte's Wuthering Heights, Mary Shelley's Frankenstein (all excerpts) | |
| **Latin American Romantics:** | Discuss the effect of the Romantic movement on Latin American literature. |
| Escheverria's "The Slaughter-house" and Sarimento's "A Portrait of Facundo" | |
| **North American Romantics:** | |
| Irving, Poe, Cooper | Share short stories with classmates. |
| **North American Romantic poets:** | |
| Bryant, Longfellow, Whittier, Holmes, and Lowell | Create a poetry book of original verse. |
| Emerson's essays and Thoreau's Walden Pond | |
| Hesse's Siddhartha (20th century example) | Discuss Transcendentalism. |

HONORS ENGLISH 11

| Literature Base | Language/Composition Activities |
| --- | --- |
| German and French Romantics: | |
| Goethe's *Faust*, Part I | Examine how common Romantic characteristics are embodied in this tragedy. |
| Hugo's *Les Miserables* | Discuss views of the world reflected in these authors' works. |

HONORS ENGLISH 12

| Literature Base | Language/Composition Activities |
|---|---|
| **Summer reading:** The Adventures of Huckleberry Finn<br>The Red Badge of Courage or Madame Bovary | |
| **REALISM, INDUSTRIALISM, SOCIAL THOUGHT (1850-1900)** | |
| Twain's Huckleberry Finn | Prepare a critical review of the novel. |
| Oe's Prize Stock | Discuss as a Japanese Huck Finn. |
| Selected poems of North Americans: | |
| Whitman, Dickinson, Dunbar | Discuss orally individual styles, ideas, forms. |
| Lincoln's "Gettysburg Address" | Discuss the power of words in a written document. |
| Student choice of one: | |
| Uncle Tom's Cabin, Gone with the Wind, Jubilee, The Unvanquished, The Red Badge of Courage | Present panel discussion comparing various views of the Civil War. |
| Flaubert's Madame Bovary | Evaluate realistic characteristics of the novel. |
| Tolstoy's "How Much Land Does a Man Need?" | Explain Tolstoy's use of the Faust legend. |
| Dostoevsky's "The Grand Inquisitor" | Discuss Dostoevsky's view of human nature. |
| Zola's "The Attack on the Mill" | Explain Zola's view on the value of war. |
| Tennyson's Ulysses and Idylls of the King (excerpts) | Compare Tennyson's Ulysses and Arthur with earlier versions. |
| Hardy's "The Grave by the Handpost" | Explain Hardy's use of fate. |
| Movie: "Wuthering Heights" | Review the movie in terms of setting, characters, mood. Discuss the Victorian novel. |

HONORS ENGLISH 12

| Literature Base | Language/Composition Activities |
|---|---|
| **Artistic developments:** | |
| Manet, Renoir, Monet, Van Gogh, Gauguin, Cezanne, Rodin, Holmes<br><br>Strauss, Liszt, Stravinsky, Prokifiev, Bartok | Select individual reports in art and music. |
| Nietzsche's writings (excerpts): | Analyze Nietzsche's philosophy and influence. |
| Marx's Communist Manifesto; Darwin's Origin of the Species; Mill's Subjection of Women (excerpts). | Explain why these writings were so controversial for the times. |
| Movie: "Creative Americans, 1800-1900" | Summarize the main ideas presented.<br><br>Present individual reports on major discoveries (telephone, phonograph, X-rays, radium, photography). |
| **WORLD WAR I: DISCONTENT, MODERNISM (1901-1939)** | |
| Remarque's All Quiet on the Western Front | Discuss the atrocities depicted in this novel. |
| Eberhart's "The Fury of Aerial Bombardment," Lowell's "Patterns" | Compare the poets' views of war. |
| Achebe's Things Fall Apart | Analyze author's views of Colonialism. Discuss African myths in the novel. |
| Einstein's The Evolution of Physics (excerpts)<br>Freud's Civilization and Its Discontents (excerpts) | Explain the social and psychological impact of these writings. |
| Fitzgerald's "Bernice Bobs Her Hair" | Discuss hair as a symbol throughout the years. |
| Movie: Grapes of Wrath | Explain the movie as an example of social criticism. |
| Joyce's "Araby" | Explain how the story describes a typical adolescent experience. |

HONORS ENGLISH 12

| Literature Base | Language/Composition Activities |
|---|---|
| Selected poems by: | |
| Eliot, Frost, Cummings, Thomas, Sandburg | Compare various styles and themes. Select a favorite poem and memorize it. |
| Wilder's Our Town | Discuss the universal appeal of this play. |
| Artistic Developments: | |
| Expressionism, Fauvism, Cubism, Surrealism, American Realism | Explain characteristics of each style. |
| Experimentation, American Jazz | Discuss origins of Jazz. |
| Movie: "Discovering Jazz" | |
| Wright's "The Ethics of Living Jim Crow," Hughes' "Harlem"; "Theme for English B"; Brook's "We Real Cool" | Analyze the feelings of these poets. Examine the "Harlem Renaissance" as an extension of the Afro-American movement of self-discovery. |
| Berryman's "Life Friends is Boring. We Must Not Say So." | Explain how this poem reflects the the feelings of the time. |
| Movie: a Charlie Chaplin classic | Examine the influence of Chaplin. |
| | Compare the first quarter of the twentieth century with the Victorian Age. |
| WORLD WAR II: DISILLUSION (1940-1959) | |
| Hersey's Hiroshima | React specifically to this book. |
| Sanson's "How Claeys Died" | Discuss the use of irony in this story. |
| Sarte's "The Wall" Hemingway's "A Clean Well Lighted Place" | Analyze how these stories exemplify existentialism. |
| Movie: "Albert Camus: A Self Portrait" | Review the movie in terms of its content and objectivity. |
| Ellison's "The Man Who Lived Underground" | Explain why this is a classic story on race relations. |
| Miller's Death of a Salesman | Write a character sketch of Willie Loman as a disillusioned American. |

HONORS ENGLISH 12

| Literature Base | Language/Composition Activities |
|---|---|
| Selection from Bradbury's Martian Chronicles | Discuss the emergence of science fiction as a satiric device. |
| Steinbeck's "Flight" | Discuss the qualities of a myth seen in this story. |
| Faulkner's "The Bear" | Interpret the story's theme. |
| Porter's "The Jilting of Granny Weatherall" | Examine stream-of-consciousness technique. |
| Artistic Developments: | |
| Architecture: International Renaissance | Compare various structures. |
| Music: Swing, Rock and Roll | Discuss major artists and social impact of dancing. |
| Movie: "Citizen Kane" | Analyze why this moview is a classic. |
| Individual choice of selected twentieth century novels: | Present group reports on novels; discuss authors, style, themes, influences. |
| VIETNAM: REVOLT: TECHNOLOGY: UNCERTAINTY (1960-present) | |
| Leverton's "Tenebrae" | Express feelings about Vietnam and what has influenced these reactions. |
| Movies: "1968 - A Look for New Meanings"; "Agent Orange" | Research articles written in sixties, seventies, and eighties about Vietnam. In a short research paper, compare attitudes during these decades. |
| Tofler's Future Shock (excerpt) | Respond to Tofler's observations. |
| Movie: "Future Shock" | Review Tofler's theories. |
| Lao She's "The Last Train"<br>Dhumketu's "The Letter"<br>Naoya's "Siegei's Gourds" | Explain aspects of Oriental literature. |
| Cheever's "The Swimmer" | Discuss journey theme. |
| Malamud's "The Magic Barrell" | Discuss Jewish traditions seen in this story. |

HONORS ENGLISH 12

| Literature Base | Language/Composition Activities |
|---|---|
| Giovanni's "Nikki-Rosa"; "Adulthood"; Friedan's "The Feminine Mystic" | Examine represented attitudes. |
| Momaday's "House Made of Dawn" Gordimer's "A Soldier's Embrace" | Discuss the effectiveness of literature to express causes, beliefs, philosophies. |
| Movie: "Martin Luther King, Jr., A Man of Peace" | Evaluate and respond to this movie. |
| Heller's Catch 22 (excerpt) | Explain the satire in this selection. |
| Marquez's Chronicle of a Death Foretold | Discuss Latin literature as part of "American" literature. |
| Movie: "Inner World of Jurge Luis Borges" | |
| Selections from Asimov's I, Robot | Analyze the fear that technology will replace humans. |
| Movie: "2001: A Space Odyssey" | Discuss space as the newest frontier. |

Research project to be developed throughout the year:

Choose a Third World country to study and research. Follow the progression of this country throughout the year, observing its government, problems, place in the modern world, literature, music, art, and other cultural aspects and contributions. Notecards and bibliography will be checked for progress each nine weeks. The final paper will be due the last nine weeks. Oral reports will be made by each student.

Selected 20th Century Multi-Ethnic Novels

Abe, Kobo. Woman in the Dunes.

Anand, Mulk Raj. Untouchable.

Anaya, Rudolfo A. Bless Me, Ultima.

Bellow, Saul. Mr. Sammler's Planet.

Bradley, David. The Changesville Incident.

Chopin, Kate. The Awakening.

Erdrich, Louise. Love Medicine.

Gardner, John. Grendel.

Head, Bessie. A Question of Power.

Hurston, Zore N. Their Eyes Were Watching God.

Kelley, William M. A Different Drummer.

Lamming, George. In One Castle of My Skin.

Laye, Camara. The Dark Child.

Lustig, Arnost. A Prayer for Katherine Horovitzova.

Markandaya, Kawala. Nectar in a Sieve.

Marquez, Gabriel Garcia. One Hundred Years of Solitude.

Morrison, Toni. The Bluest Eyes
Song of Solomon

Narayan, R. K. The Guide.

Ngugi, Wa Thaiong'o. Weep Not, Child

Paton, Alan. Ah, But Your Land Is Beautiful.

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